

Behaviour policy and statement of behaviour principles

St George's Beneficial C of E Primary School



Approved by: Governors

Last reviewed on: Sep 2022

Updated to reflect relational practice and KCSIE 2023

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We have a relational approach to behaviour management:

St George's is a relational school. This means we take a relational and restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

When dealing with an incident such as a playground dispute we ask specific questions:

What happened? – Story telling

Who has been affected by this? Impact

What needs to happen now? – Solution focus

The aim is to engage the children in a relational conversation to understand the action, impact and work together to find solutions.

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1. Aims

At St George's Beneficial CE Primary School we believe that every individual has the right to learn, work and play in a school environment which is safe and secure. We have a positive and negative consequence policy which embraces our values of hope, respect and courage. We want to develop self esteem, self discipline as well as expecting good behaviour and respect for others and the environment.

This policy aims to:

- Promote Relational practice in all areas of the school
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of positive and negative consequences

2. Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism

- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4 St George's Behaviour Charter

The behaviour charter has three sections: rules, positive and negative sanctions.

1 School Rules

- **Respect and listen to others at all times.**
- **Move around the school in a safe and quiet way.**
- **Wear the correct uniform at all times**
- **Treat the school buildings and school property with respect**
- **Always try your best with your learning in class and at home.**

Each year every new class will discuss the school rules and display them in the classroom. Every class will make time to discuss and reward achievements when necessary. Every day is a new start for every child.

There will be occasions when specific children's behaviour is dealt with differently due to their individual behaviour plans.

The behaviour charter consists of rules, positive and negative sanctions. It is positive behaviour management as the aim is to praise, catch the children doing positive activities.

5. Positive and Negative Consequences

5.1 Positive Consequences

The behaviour charter is used when a child deserves a special recognition for achievement be it academic, manners, behaviour, or a special talent etc. Our charter does allow for individual teachers to respond to the needs of the class by representing praise age appropriately and

consistently i.e. a topic on pirates could inspire a praise system to collect pieces of eight. Teachers can use whole class rewards, such as extra time at break when appropriate, when aiming to build class responsibilities.

There are incremental steps in this charter:

We all praise children. Gain attention, show approval, give feedback.

When teachers/ adults praise children they receive a tick beside their name on the reward chart displayed in each classroom. A relational conversation may occur to celebrate successes.

Early Years	KS1	KS2
<p>Aim to move on to the Superstar board and rewarded at the end of the day with a special sticker:</p> <p>"Ask me why I am a Superstar" sticker to wear home and discuss with their parents.</p>	<p>Tick beside name on chart</p> <p>3 ticks/sticker or stamp on chart</p> <p>5 stickers red certificate</p> <p>10 stickers green certificate</p> <p>15 stickers bronze badge</p> <p>20 stickers silver badge</p> <p>25 stickers gold badge</p>	<p>Tick beside name on chart</p> <p>5 ticks gain a sticker or stamp on chart</p> <p>(3 ticks in the autumn term for Y3)</p> <p>5 stickers red certificate</p> <p>10 stickers green certificate</p> <p>15 stickers bronze badge</p> <p>20 stickers silver badge</p> <p>25 stickers gold badge</p>

Star certificates will be handed out in class expressing the delight in achievement of the child that day or for a special moment in class.

Text / Studybugs message home to share praise

Informing parents face to face or phone call when there has been a special event to be noted.

Special Praises: Headteacher award

Roll of Honour the Headteacher and Deputy will keep a special book for the children who are awarded special praises. The Honours Book can be signed for excellence, consistency or improvement in all aspects of the curriculum and for significant contribution to the school. The parents will be informed of these children in the newsletters.

Accomplishments linked to our Christian values will be celebrated in the entrance, by the office.

5.2 Negative Consequences

When a child pushes the boundaries there has to be a consequence. A general warning would be given first. If the child oversteps the mark, and must change their behaviour, the negative consequences part of the behaviour charter is used.

Consequences will consist of punishments such as:

Direct the pupil, redirect the pupil, clarify the consequences, apply logical consequences

Consequences used include:

- Relational conversation with logical consequence
- Verbal reprimand or name on board
- Miss 'part of' or whole playtime
- Partner class with work range from 20 mins to a session.
- Expecting work to be completed at home, or at break or lunchtime
- Verbal conversation with parent
- Letter home from teacher
- Teacher/SMT – phone call home - depending on seriousness of misbehaviour

Each day is a new start. But if continually persistent poor behaviour the teacher will talk to parents at the end of the day.

Pupil diaries (SPTO) will be kept for these children and will be kept with electronic class records. Incidents of poor behaviour will also be logged in a Sleuth file.

If improvement is not evident those children will be identified as having a problem with their behaviour management and appropriate behaviour programme, detailing individual behaviour targets, will be devised and agreed with the children concerned and their parents.

See appendix 3 for sample letters to parents about their child's behaviour.

Serious Misbehaviour / Repeated Misbehaviour

Serious misbehaviour and repeated occurrences will result in being sent to assistant headteacher, deputy headteacher or headteacher. All incidents reported in this way are logged in a sleuth file.

- **Negative consequences given by these staff will range from:**
- **missing playtimes**
- **working in the Headteacher's office**
- **detention** (parents will be given 24 hours notice of detentions which will take place after school)
- **phone call from headteacher**
- **exclusion / suspension**

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

If removal is required the pupils will be supervised by an appropriate adult. This will not be for prolonged periods.

If improvement is not evident those children will be identified as having a problem with their behaviour management and a Pastoral Support Plan, with outside agencies, could be implemented.

It must be noted that behaviour that results in another child being seriously hurt will be dealt with by senior staff.

Fighting, for any reason, is not allowed - and self defence will NOT be accepted as an excuse.

If any child is hurt, for any reason, by another child they MUST report this to a member of staff. This type of incident will ALWAYS be investigated fully.

5.3 Suspensions and permanent exclusions

This consequence will never be used for minor incidents, for poor academic performance, or for lateness or truancy.

Suspensions can be for a short period of time.

Pupils can be suspended for up to 45 days in a school year.

Suspensions will only be used following extensive, but unsuccessful, work with the child and his/her parents to improve the child's behaviour. Although the child would move through the consequences and behaviour plans in a sequential order, it is important to understand that such a sequence may be inappropriate in the case of a single major breach of school discipline, one sufficient to justify suspension without any previous intervention by the headteacher.

In all cases of suspensions for 1 day or more, the child will be given work which will be set and marked. On the first day of suspension a member of staff will visit the child at home to deliver the work. This may be followed up by subsequent visits depending on the period of exclusion.

After a five-day consecutive suspension, alternative provision will be sought.

Permanent exclusion will only be used when there is a serious assault or when the school can no longer cope with a child's behaviour. It is a final step in the process for dealing with disciplinary offences, when a wide range of other strategies have been tried and failed.

The governing body of the school have appointed a discipline committee which will keep the use of suspensions in the school under constant review. All suspensions, and the views of the child's parents, will be considered by the discipline committee.

5.4 Off-site behaviour

Negative consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

5.5 Online misbehaviour

The school can issue negative consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Negative consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. Parents will be informed where the considered risk assessment is the pupil or other pupils are at risk of harm.

5.6 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, St George's will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher/ SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

5.7 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Child Protection and Safeguarding Children policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff and pupils accused of misconduct.

6. Bullying

6.1 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful. The other person wants to humiliate, hurt or harm the target
- Repeated, often over a period of time
- Difficult to defend against
- Involves someone (or several) who are stronger in some way than the person being bullied
 - (more power, stronger, older more of them or have some 'hold' over the target).

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

These three things have to happen together bullying is not:

- A one off fight or argument
- A friend sometimes being nasty
- An argument with a friend

St George's aims to:-

- provide a relational environment free from bullying behaviour.
- provide a secure environment where children can feel able to discuss bullying issues.
- deal with reported incidents seriously and appropriately: to offer support for the victim and the behaviour of the person bullying is dealt with effectively so that their need and opportunity to bully is eliminated.

If any parent has any reason to suppose their child is being hurt or upset by others they **MUST** tell the child's teacher or see the Headteacher.

These incidents will ALWAYS be investigated and recorded.

Parents need to recognise that bullying thrives on secrecy and have confidence in the school that such matters will be sensitively and promptly dealt with.

Children and parents must be encouraged to report incidents of this nature to a member of staff.

Children need to recognise that the school does aim to prevent bullying, that action will be taken and that reprisals on the "teller" will not take place.

Children have a right to protect themselves by reporting incidents in this way and will be supported in exercising this right.

Parents of both perpetrator and victim will be informed and involved at all stages. This may involve a relational conversation or restorative circle.

When an incident of bullying is suspected a senior member of staff will be informed.

Children concerned will be interviewed. The record of concern will be updated for all children victim and perpetrator. Parents will be informed.

Action to prevent further incidents will be agreed with victim/perpetrator and their parents. All parties will be expected to co-operate with the school in keeping to the agreed action.

All staff are informed and the child/children are watched to ensure there is no further bullying.

Review meetings with the parents and children involved will be arranged. Records of incidents will be kept in both children's files.

Any incident of adult bullying a child or another adult should be reported immediately to the headteacher (and subsequently chairman of governors).

6.2 Safeguarding

St George's recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

6.3 Sexism and Sexual Harassment

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments. We will not tolerate any type of sexual harassment which includes sexting and abuse in intimate relationships between peers sexting. (Sexting should not take place in school as mobile phones are handed into the office on arrival at school and are not returned to pupils until the end of the day.)

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to address this behaviour.

If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to a phone call to parents if the pupil refuses to apologise in the first instance or if the severity of the incident requires parental involvement

A risk assessment will inform whether we need to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Our response will be proportionate, considered, supportive and decided on a case by case basis. Both victim and alleged perpetrators will be offered support.

Negative consequences will be appropriate for different 'levels' of sexual harassment and sexist comments. Our response to each incident should be proportionate. We will consider the age and development stage of the alleged perpetrator(s); the nature and frequency of alleged incidents and

balance consequences alongside education and support. For example, we might address a 'lower-level' incident such as a sexist comment through our curriculum and the way our school promotes respect. Thus a verbal warning may be the sanction.

In assessing a response we will refer to [KCSIE](#) 2023 (paragraph 460 onwards)

7. Roles and responsibilities

7.1 The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and negative consequences are applied consistently.

7.3 Staff

Staff are responsible for:

- Encouraging a relational approach
- Creating a calm and safe environment
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

When dealing with behaviour:-

- Don't disapprove of what a child is – you disapprove of what he/she chooses to do.
- It's more productive to concentrate on giving attention and praise to good behaviour than to constantly criticise bad behaviour. What we learn with pleasure we never forget.
- Encourage and allow discussion, but remember it's the adults who make the final decision.
- Punishment should be swift, reasonable and absolutely certain to occur – but need not be severe. Punishment is judged fair when people know in advance what to expect.
- Don't feel you have to justify rules, although they should have been explained.
- The child has to be aware he/she is responsible for his/her actions. He/she has rights but with rights comes responsibilities.
- Allow a child to assume responsibility for his/her decisions, make the 'right choice'.
- Remain calm and in control - don't expect children to demonstrate more self control than you.

7.4 SLT

- Relational practice is followed.
- Give awards for good behaviour.
- Manage all serious incidents of misbehaviour and all children showing persistent misbehaviour.
- Liaise with parents of these children.
- Investigate all allegations of bullying or racism.

7.5 Parents and carers

We appreciate that parents and school must work together to help children manage their behaviour. Children learn how to behave and this is learned from those closest to them both at home and at school.

It is therefore essential that parents understand the school discipline policy and support us through

1. helping their children understand and keep the school rules.
2. praising and encouraging good behaviour.
3. regular discussions with the class teacher.
4. supporting school consequences.
5. informing the school of any changes in circumstances that may affect their child's behaviour
6. discussing any behavioural concerns with the class teacher promptly
7. take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

St George's will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and with Relational Practice, we work in collaboration with them to tackle behavioural issues.

7.6 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and to develop an understanding of the school's behaviour policy and wider culture.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a relational, stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Relational check ins and check outs.
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

8.3 Confiscation, searches and screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour consequence.

If they still refuse to co-operate, the member of staff will contact the headteacher or member of SLT to try and determine why the pupil is refusing to comply.

The headteacher/ SLT will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, bags, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

The staff member who carried out the search should inform the headteacher /DSL without delay. All searches will be recorded in SPTO. Parents will also be informed of the search and the circumstances leading up to the search, what was found, if anything.

As part of our safeguarding ethos St George's will support the pupil following a search this could involve outside agencies such as Early Help or a referral to CSC.

Strip searches, removing more than just outer clothing, **will not** be carried out by any member of staff at St George's. Strip searches shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#). The decision to carry out a strip search lies solely with the police who will only carry out such a search where absolutely necessary and only after less invasive approaches have been exhausted. St George's retain duty of care and throughout must be the advocate for the mental wellbeing of the pupil. Again St George's will follow our safeguarding policy and KCSIE for care after a search.

St George's does not have screening technology for when pupils enter school.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. [Children and Families Act 2014](#)

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. St George's will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Where necessary, support and advice will also be sought from specialist teachers, MABS, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If St George's has a concern about the behaviour of a pupil with an EHC plan, we will make contact with the local authority to discuss the issue. If appropriate, St George's may request an emergency review of the EHC plan.

Supporting pupils following a negative consequence

Following a negative consequence, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This may be a report card, daily contact with an appropriate adult ie touching base with pastoral worker or reintegration meeting.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10 .Training

Our staff are provided with training on managing behaviour, including proper use of restraint where necessary.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be monitored regularly by the Headteacher and Deputy Headteacher.

A computerised behaviour management system will be used to log negative behaviour incidents. The entries will be carried out by all staff, with the teaching admin assistant logging forms on the computer.

The database will provide a means to monitor and evaluate the behaviour within the school.

Senior staff will monitor whether the staff are implementing the policy consistently in their classrooms. The effectiveness of the policy will be regularly reviewed by senior staff.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Home school agreement
- Safeguarding policy
- Equality opportunities/Pupil Diversity – Multicultural/Anti Racist policy
- SEND Parents
- Physical Restraint
- Racial Harassment
- Supply Teachers
- Staff Development

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- Pupils are helped to take responsibility for their actions

- STGBS is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- Staff and volunteers should be excellent role models to pupils at all times
- Positive and negative consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour
- The exclusions section of our policy explains that suspensions and exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body every 3 years.

Appendix 2: Sleuth Form Behaviour Report Form Years FSU, Yr 1& Yr 2



Behaviour Report
Form FSU Yr 1&2.doc

KS2 Sleuth Form School Pupil Tracker Behaviour Report Form Years 3,4,5 & 6



Behaviour Report
Form 3 4 5 6.docx

Appendix 3: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent, Date: _____

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the (headteacher, SENCO and myself), to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Detention letter

Dear parent, Date: _____

I am writing to inform you that _____, has been given a detention on this date _____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

N Griggs

Detention letter – return slip Date: _____

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Appendix 4 Bullying and prejudice-based incident reporting form

Report completed by: _____ Date of report: _____ Time of report: _____
Type of incident: _____ Concern raised by: _____
Where did the incident take place: _____

Details of reported bullying/incident (please include any derogatory language used):

Name and age/year/tutor group of target/s:

Ethnicity of target: .

Gender of target:.

Name and age/year/tutor of perpetrator/s:

Ethnicity of perpetrator:

Gender of perpetrator:.

Bullying/incident was to do with:

Behaviour involved in the incident:

Frequency and duration of behaviour:

Risk Assessment screening questions:

Is the victim safe?

Does the victim need more support?

Is this a repeat victim?

Is this a repeat perpetrator?

Are any of the individuals at risk of radicalisation?

For school use: Actions and decisions following incident

Contact with parents

Pupil advice.

School support

Referral to outside agency

Restorative approach used: